

Learn to Spell

PATTERSON C. ROGERS

Director Louisiana Teacher Retirement System

GEORGE H. DEER

Associate Professor Education

College of Education Louisiana State University

DOROTHY ROSEMARY GORDON

*Elementary Supervisor University Laboratory School
Louisiana State University*

Illustrations by MARY BAKER

Grade Four

RAND MCNALLY & COMPANY

New York - CHICAGO - San Francisco

PRINTED IN U. S. A.

PREFACE

Viewpoint. Ability to spell is an integral and indispensable factor in the language arts, and its development should not be attempted apart from the development of a capacity to use it in written communication. The only valid objective of learning to spell lies in the contribution spelling makes to effectual written expression. The authors of "*Learn to Spell*," for Grades 2-8, believe that learning to spell should not be set apart as an isolated undertaking, and that to do so is to cause the pupil to engage in meaningless and unproductive busy-work. In this series of spelling textbooks, a program is developed which aids the pupil in learning to spell the words he needs to use, and makes him aware of spelling as a necessary tool of written language. Under these conceptions of the subject, *the intelligible use of words in writing is the decisive objective of spelling instruction.*

A Complete Spelling Program. The authors of *Learn to Spell* have assumed the responsibility for developing an adequate spelling program, one that will fit effectually into a functional program of the language arts. They have recognized the difficulty of doing so without duplicating the activities usually and legitimately assigned to other areas of the language arts. They have attempted to utilize those types of experience which will contribute to spelling mastery and to the understanding and use of words in writing. To include in the spelling program other and irrelevant phases of language instruction would represent wasteful duplication.

Vocabulary. The selection and gradation of the word list of this series of spellers have been done with educational discrimination. The selection of the word list is based upon studies made over a period of years by the authors, and it has been authenticated by a careful and discerning examination of the criteria developed by other scientific investigations of the writing vocabu-

larities of school children. There is a wealth of such studies, some of the most significant ones being available only recently.

To insure the mastery of a progressively adequate writing vocabulary, the words for each grade have been selected from those words which research reveals the child to be using in his own writing at that grade level; and this use-vocabulary has been supplemented increasingly, grade by grade, with those words which the pupil will need and use in his everyday activities. Where sound considerations permit, the grade placement of words has been to a higher grade rather than to the next lower grade.

The vocabulary contains a total of 3,596 words, distributed by grades as follows: Second Grade, 266; Third Grade, 420; Fourth Grade, 510; Fifth Grade, 600; Sixth Grade, 600; Seventh Grade, 600; Eighth Grade, 600. The word list presents the basic form of the words included, and the needed irregularly formed derivatives. A sufficient number of simple, regularly derived forms, with no spelling difficulty, are included to develop a pattern for spelling such derivatives. Several hundred of these simple and regularly derived forms are developed in the word-study exercises.

Method. The method used in this program is a modification of the "study-test-study" plan. Emphasis in the lower grades is upon a variety of experiences with each word from the time it is first encountered by the pupil in the content of interesting, meaningful material until he has mastered its spelling. *These experiences with a word consist of seeing and hearing it; experiencing its use and meaning through context; working with its spelling and writing; testing on it; and studying it again, if need be, until permanent mastery of its spelling is achieved.* In the upper grades of the series, the pupil encounters his spelling words in situations of meaning and use.

This method is based upon a significant principle which leads the pupil beyond learning to spell the immediate word by rote memorization and toward the development of the ability to analyze new words, to recognize certain elements of sound, to

see the peculiarities of letter sequence, to distinguish patterns of similarity in words, to master techniques of word study, and to apply his spelling ability generally to unfamiliar words. The authors believe that an essential of spelling instruction is to guide the pupil gradually but very surely toward a personal competency in attacking the spelling and use of unfamiliar but needed words.

The method used in these textbooks is presented in detail in the first week's lesson in each book of the series. The day-by-day procedures are set forth so clearly that pupils and teachers will have no difficulty in following them. Much latitude has been left for the teacher to use her experience in administering the details of the program. For instance it is believed that the teacher, knowing the needs and interests of her class, can plan best for those pupils who quickly master the spelling work for the week. The authors do not undertake to prescribe in detail in such matters.

Review Program. The review program is so designed that if a word is not mastered when first encountered it is kept as the individual responsibility of the pupil until it is learned permanently. Provision is made for careful week-by-week study and testing of each pupil's individual spelling difficulties. The merit of the week-by-week review plan, utilized throughout the series, is that it is cumulative as well as individualized.

The Spelling Notebook. An individual spelling notebook is an essential part of the method of *Learn to Spell*. The notebook may be an inexpensive tablet. It should be kept regularly by the pupil and checked consistently by the teacher. This notebook helps to make the spelling program individual and cumulative. Its use is fully explained in the first week's lesson of each grade in the series.

TO THE FOURTH GRADE TEACHER

The lessons in this book are organized by weeks. Procedures for each day of the week are outlined for the pupils on the following page. It is important that pupils understand what to do on each day. The plan outlined is a successful one, but it may be modified to meet varying programs.

The problems of learning to spell are highly individual. The spelling notebook, "My Own Word List," is very important in helping to solve these individual difficulties. The pupil is expected to use it for the words he misspells on the last test of the week, and also for words misspelled in written work in other subjects. The class should follow closely the instructions for its use. The teacher should check it often to see that it is used properly. A record chart, or graph, showing the number of words spelled correctly each week, may be drawn in the back of the notebook and used by each pupil. This will encourage self-competition and provide the satisfaction of progressive achievement.

It is expected that all pupils will make necessary and full use of the dictionary as a source of reference on the spelling, pronunciation, meaning and use of words needed in their writing. In the rare cases where pupils do not have individual dictionaries, the teacher should see that a number are provided for class use. Insist that pupils know the help the dictionary offers, and that they use it.

Many teachers find that a modification of the old-fashioned "Spelling Match" stimulates interest in the subject. This can be used in the review weeks, and on occasional study days when the class has completed its work. These matches should provide for more than oral spelling. Leaders should choose members of the class for each team. One point may be scored for spelling a word, one point for defining or using it correctly in a sentence, and one point for naming and spelling another form of the word. Written matches may embody all of these elements.

How to Use This Book Each Day of the Week

First Day:

On the first day do these things:

1. Read the story with your teacher.
2. Look at each "New Word" as the teacher says it.
She will ask you to say the words.
3. Find each of "The New Words" in the story.
4. Copy "The New Words" on your paper.

Second Day:

Do "Working with The New Words."

Third Day:

Take a test on "The New Words." Mark out any word you miss and write it correctly on the same line. Keep your paper for study tomorrow.

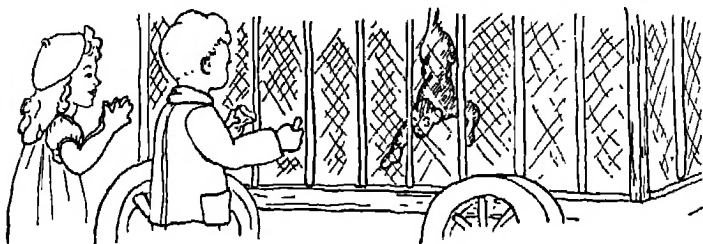
Fourth Day:

Study words missed on the third day. Also study any words you have in your notebook.

YOUR SPELLING NOTEBOOK. Use a notebook in which to write words missed on the last test each week, and words missed in other subjects. It should have thirty-six pages in it. Call it "My Own Word List."

Fifth Day:

Take a test on "The New Words" for the week, on the "Review Sentence," and on words you have on last week's page in "My Own Word List." Write any words you miss on this test on the next page in "My Own Word List."



Circus Day

"A circus! August tenth!" There was the big sign!
 "We'll plan to go," cried Billy.

At last the day came. Billy and Jean saw the parade. At the animal tent they fed peanuts to a monkey and watched him swing by his tail. One big lion took a nap in a cage while another lay eating a bone. "It's like a zoo," laughed Jean. "I'd hate to meet a lion outside." Then the circus began! A clown did trick after trick. There were horses and dogs and every kind of animal act.

THE NEW WORDS

circus	plan	hate	monkey
August	nap	cage	tail
parade	lion	bone	trick
peanuts	clown	zoo	act

How to Use This Book Each Day

Each lesson in this book is for a week's work. This lesson for the first week tells you what to do on each day of the weeks for this year.

First Day:

On the first day of the week do these:

1. Read the story with your teacher.
2. Look at each "New Word" as the teacher says it. She will ask you to say the words.
3. Find each of "The New Words" in the story.
4. Copy "The New Words" on your paper.

Second Day:

On the second day of each week do the exercises called "Working with The New Words."

1. In "The New Words" for this week find the word that is the name of a month. Write it.
2. Write the words that have **ow**, **ai**, **oo** in them.
3. Write four words that end with silent **e**.
4. Write the word that has two words in it.
5. Write the words that rhyme with **cap** and **brick**.
6. Put in the missing letters as you write these:

p-rade cir-us l-on ac- pl-n mon---

How to Use This Book Each Day

Third Day:

Take a test on "The New Words."

1. Write each word as your teacher says it.
2. Mark out any word you miss on the test and write it correctly on the same line.
3. Keep your paper for study tomorrow.

Fourth Day:

Study any words you missed on the third day. Also study any words you have in your spelling notebook. Here is a good way to study these words:

1. Look at the word carefully. Say it clearly to yourself. See and hear each part of the word.
2. Say the letters of the word until you can remember them exactly as they are.
3. Write the word without seeing it in your book.
4. Check the word with your book to see if you wrote it correctly.
5. If you wrote the word correctly, cover it on your paper and write it again. If a word seems hard for you, write it several times.
6. If you miss the word when you write it, study it again and then write it correctly.

How to Use This Book Each Day

YOUR SPELLING NOTEBOOK. You will need a notebook of thirty-six pages to use this year. Call it "My Own Word List." This is how to use it:

1. Number thirty-six pages in "My Own Word List."
2. Write in it any words that you miss on the fifth day's test of each week.
3. Each week write any words that you misspell in other subjects in "My Own Word List."
4. Study any words you have in "My Own Word List" on the fourth day of each week.
5. On the fifth day of each week your teacher, or another pupil, will test you on the words you have in "My Own Word List." If you miss any words on this test write them on the next page.

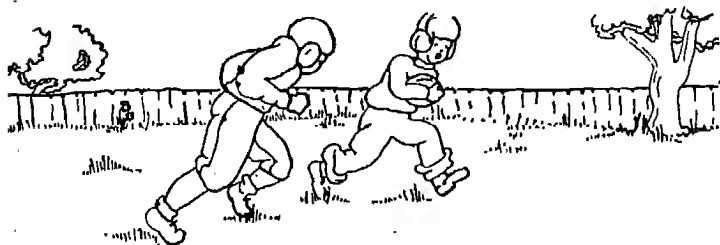
Fifth Day:

Take a test on "The New Words" for the week, on the "Review Sentence," and on words you have on last week's page in "My Own Word List."

The "Review Sentence" for this first week is:

REVIEW: I will comb my hair.

Write correctly any words you misspell on this fifth day's test on page 1 in "My Own Word List."



Football

Boys everywhere begin playing football again in September. John and Earl can kick the football farther and run faster than any of the others. There are large boys in the line. All eleven on their team play hard to win. They don't tire easily. They do get tired during a long game with such hard playing. They haven't lost a game yet. Their hardest game will be when they play the fifth-grade boys. Earl says that when you have good luck everything is easy. They hope to beat the fifth-grade boys.

THE NEW WORDS

everywhere	farther	win	tire
everything	faster	kick	tired
football	September	luck	such
haven't	during	line	eleven

Working with "The New Words"

1. Write the word that means **have not**.
2. Write three words which have two words in them.
3. See **far** in **farther**, **fast** in **faster**. Write them.
4. Say **line** and **tire**. Hear the long **i** sound in each word. Write the words.
5. Say **win** and **kick**. Hear the short **i** sound in each word. Write the words.
6. Say **Sep tem ber**. Hear the three syllables. Say them slowly. Write the word.
7. Write the words that rhyme with **much** and **duck**.
8. Hear the three parts in **e lev en**. Write it.

Third Day:

Take a test on "The New Words."

Fourth Day:

Study the words you missed on the test and words you have on page 1 in "My Own Word List."

Fifth Day:

Take a test on "The New Words," on the Review Sentence, and on any words you have on page 1 in "My Own Word List."

REVIEW: Please begin the story again.

Write any words you miss on the fifth day's test on page 2 in "My Own Word List."



Camping

Joe and Billy went on a fishing trip with their fathers. They made a camp on the river and slept in a tent for a week. The boys often awoke early while the men were still asleep.

Breakfast was eaten when everyone woke up. The men drank their coffee. Then everybody was off for the day's fishing. When the fish would bite well, they had plenty by noon. Sometimes they kept on fishing in the afternoon, or went hunting in the forest. They went swimming every day.

THE NEW WORDS

camp	woke	breakfast	everybody
tent	awoke	drank	everyone
slept	asleep	coffee	forest
kept	bite	plenty	fishing

Working with "The New Words"

1. Write the word that ends in **ing**.
2. Write the words that begin with **dr, pl, sl**.
3. See the **for** in **forest**. Write the word.
4. Write the words that mean:
 - (a) all that one needs
 - (b) a large woodland
 - (c) the first meal of the day
5. Put **a** before **sleep** and **woke**. Say the new words.
6. Write two little words that you see in each of these: **everybody, everyone, breakfast**.
7. Say **camp**. Is the **a** short as in **plan** or long as in **cage**? Write **camp**.
8. Say **tent, slept** and **kept**, and hear the short **e** sound. Write them.
9. Put the missing letters in these words as you write them on your paper.

b-te	asl--p	k-pt	w-ke
t-nt	br--kfast	dr-nk	pl-nty

REVIEW: **Don't forget to brush your teeth often.**

Write any words you miss on the Fifth Day's test on page 3 in "My Own Word List."



A Hike in the Woods

Ellen and Carol were awake early. They packed a picnic lunch for the family. Everyone walked a mile or two into the woods. The boys wanted to mark the trail to follow it back later. Soon they were hungry and stopped by a small clear stream for lunch. The boys started a fire near an old pine log. They laid sticks across a small pile of dry leaves, held a match to the leaves, and stood back to watch the fire burn. After lunch the boys put out the fire and then led the way home.

THE NEW WORDS

picnic	mile	match	log
family	pile	watch	held
hungry	pine	clear	laid
awake	follow	mark	lunch

Working with "The New Words"

1. Write four words that end with silent **e**.
2. Write the word that has double letters in it.
3. Say **pic nic** and **fam i ly**. Hear the syllables.
Write the words.
4. Write the words that have **ar**, **ai**, in them.
5. Write the word that has **ear** in it. Now put **d**, **f**,
h, before **ear** to make three words.
6. Write three words in which the **i** sounds like the
long **i** in **line**.
7. Write the two words that end with **tch**.
8. Use **clear** in these sentences as you write them:
The day was bright and ----.
Please ---- the table.
9. Write these words. Put in the missing letters.

h-ngry

h-ld

m-tch

pic---

l-nch

l-g

w-tch

fam-ly

REVIEW: **I am sorry you can't go.**

The fifth day's test includes "The New Words," the Review Sentence, and words you have on page 3 in "My Own Word List." Write any you miss on page 4.



Signs of Fall

In October nearly every tree and bush begins to turn red and yellow and brown. Dead leaves lie everywhere. They cover the ground. It is time to rake them to one spot for a bonfire. This is a job the children like.

Many plants now drop their seed and then die. All the fields are brown and dry. The days are short and cool. Winter will soon be here.

The squirrels are hiding nuts for winter food. Soon the robins will fly south where it is warm.

THE NEW WORDS

October	job	dead	lie
bush	spot	leaves	die
short	drop	seed	cover
turn	dry	rake	cool

Working with "The New Words"

1. Write two words that have **sh** in them.
2. Write **lie**. Write the word that rhymes with **lie**.
3. Say **spot, job, drop**. Hear the short **o** sound in each. Write the words.
4. Say **October**. Hear the three parts **Oc to ber**. **Oct.** is the abbreviation for it. Write **October**.
5. Write two words that have **ea** in them. Say these words. The **ea** does not sound alike in them.
6. Write the words that have **oo, ee, and ur**.
7. Say **dry, cry, my, fly, by**, and hear **y** sound like long **i**. Write **dry**.
8. Say **rake**. Is the **a** long or short?
9. Use **leaves** in these sentences:
 - a. The ----- are falling.
 - b. When Mrs. Brown -----, I will go.
10. Write the opposites of **wet, long, warm**.

REVIEW: **They will buy some new clothes.**

The fifth day's test includes "The New Words," the Review Sentence, and words you have on page 4 in "My Own Word List." Write any you miss on page 5.

Do You Remember?

This week's words are often hard to remember. You have studied all of these words, in this and other grades. You will have a test on each list of words. Write any words that you miss on Page 5 in "My Own Word List." You may already have some words on Page 5. Study them all.

WORDS FOR THE FIRST DAY

again	begin	comb	coal
board	their	clothes	which
church	own	sorry	teeth
because	skates	great	lion

WORDS FOR THE SECOND DAY

drank	haven't	farther	forest
breakfast	tired	September	circus
slept	during	coffee	faster
plenty	eleven	everything	act

Working with the Words

Third Day:

1. Do you remember the vowels? They are **a, e, i, o, u**. The other letters are called consonants. Write these words: **slept, teeth, coal, begin**. Draw a line under each vowel.
2. Hear the short vowel sounds as you say **camp, kept, kick, drop, cut**. When you say **a, e, i, o, u**, you hear the long sound of each vowel. Write long or short after these words as you write them to show whether the vowel is long or short:
bite match slept job win rose hate
3. Put these words in alphabetical order:
act bone dry family everyone hate camp
4. Write the letters of the alphabet that come before and after **s, m, g, o, r, y**.

Fourth Day:

Study the words you have on page 5 in "My Own Word List." Your teacher, or a helper, will test you on them today. Write any words you miss today on page 6 in "My Own Word List."

Fifth Day:

For a test today your teacher will use twenty words from "My Own Word Lists," or from this week's words. Write any words you miss today on page 6 in "My Own Word List."

Flying South

When fall comes many birds leave their northern homes and fly south to warmer places. Some go together in flocks instead of making the long trip alone. Most of them fly to their southern homes before winter's gray skies and cold weather come. But some birds are always the last to leave. Neither cold winds nor storm can hurry them. The large birds usually travel in the daytime; small ones travel at night. Some birds fly all the way from our country to South America for the winter.

In the spring of the year the birds fly back north across the wide, wide country to find their homes again. A bird sometimes flies back to nest in the same place year after year. Robins make this round trip each year.

THE NEW WORDS

nor	south	trip	hurry
north	southern	travel	flies
northern	instead	gray	wide
together	weather	storm	leave

Working with "The New Words"

1. Write the words that begin with **tr**, **st**, **gr**.
2. Write **nor** and **north**. Add **ern** to **north**.
3. Write **south**. Add **ern** to make another new word.
4. Write three words that have **ea**. Say the words.
5. Write **trip**, **wide**, **flies**. Which have long **i** as in **line**? Which has short **i** as in **win**?
6. Say **to geth er**. See the middle part. Write it.
7. Write the word that has **rr** in it.
8. Write these words in alphabetical order: **wide**, **flies**, **north**, **instead**, **storm**.
9. To put **wide** and **weather** in alphabetical order, look at the second letter in each word. The **e** comes before **i** in the alphabet; so put **weather** first, and then **wide**. Write in alphabetical order: **storm**, **south**, **travel**, **together**.

REVIEW: **He laid the papers on the desk.**

Do you remember how to study hard words and words in "My Own Word List"? Read how on page 8.

Write any words you miss on the fifth day on page 7 in "My Own Word List."



Halloween Fun

The month of October brought Halloween. Ann and her friends dressed in gay costumes like ghosts, witches, and goblins. They liked to chase down the street and scare people. Jimmy made a loud noise with his big horn. "Oh, you scared me with those awful masks you wear," cried Mrs. Miller. "They fill me with fear! Did you paint them?"

"But the costumes are cute," laughed Mrs. White. "Lay your Halloween things on the porch. We'd like to invite you in for cookies and candy."

THE NEW WORDS

scare	gay	horn	cute
scared	lay	porch	invite
noise	fear	awful	chase
month	wear	paint	dressed

Working with "The New Words"

1. Write the words that have **ai**, **oi**, or in them.
2. Write the word that has double letters in it.
3. Look at **month**. See the **mon**. Write **month** twice.
4. Put these words in alphabetical order: **paint**, **porch**, **cute**, **chase**. See the second letters.
5. Write the word that has **aw** in it.
6. Write two words that have **ea** in them. Does the **ea** sound alike in these words?
7. Write two words that have **ch** in them. Say these words. Hear the **ch** sound.
8. Write these words. Put in the missing letters:
inv-te c-te w--r m--th a-ful
9. Write new words that mean nearly the same as
(a) frighten; (b) sound; (c) dreadful; (d) merry; (e) follow.
10. Write **chase**, **paint**, **lay**. Hear the long **a** sound.

REVIEW: **October follows September.**

The test on the fifth day includes "The New Words," the Review Sentence, and any words you have on page 7 in "My Own Word List." Write any words you miss on page 8 in "My Own Word List."

Asleep for the Winter

One morning the toad was gone! Frank had brought him in an old dirty pail. The boys had found an empty bowl and filled it with dirt and rocks to make a home for him. He lived there among the rocks, but today he was nowhere in sight. "Maybe he hid below the stones," said Jack.

In one corner of the bowl they found him under the lowest stone. He had dug into the dirt, back feet first, until he could go no lower.

"Many animals are not able to get food in the winter," said Miss Allen; "so they rest. Frogs and toads dig low into the mud at the bottom of a pond and sleep there for the winter. When spring comes to melt the snow and ice, they wake up. Then they can find food after their long sleep."

THE NEW WORDS

dirt	low	rest	bottom
dirty	lower	hid	sight
empty	lowest	dug	melt
among	below	pond	able

Working with "The New Words"

1. Add **er** and **est** to **low** to make two new words.
What does each of the words mean?
2. Write the words that mean: (a) not clean; (b) under; (c) a pool of water.
3. Write two words that end in **y**. Say them. The **y** sounds like short **i** as in **win**.
4. Write the words that rhyme with **best**, **felt**, **table**, and **light**.
5. Put these words in alphabetical order: **among**, **bottom**, **able**, **below**.
6. Write the word that has **ght** in it.
7. Write the words that have **ir** in them.
8. Write **be** in front of **low**. Say this new word.
9. Write the word with double letters.
10. Write these words. Put in missing letters:

empt-	d-g	s-ght	bott-m
-mong	h-d	dirt-	r-st

REVIEW: **They went farther into the forest.**

Write any words you miss on the fifth day on page 9 in "My Own Word List."

“Star Light, Star Bright”

Have you ever stood and tried to count the many, many stars? When you are taking a walk sometime, and it is not rainy or cloudy, stop and enjoy their beauty. Stand in a park or field where you can see the sky well. In the early evening only a star or two may be shining. Later many will shine for you. Many of the tiny ones can't even be seen on the clearest nights because they are so far away. All of the stars are millions of miles from the earth.

It has taken many years for light to come from the stars to our earth. Light from one of the nearest stars left it before you were born. Do you know the names of some of the stars or some of the stories about them? Perhaps you can find a book about the stars in the library.

THE NEW WORDS

shine	beauty	stand	even
shining	tiny	stood	evening
park	rainy	taken	earth
	born	taking	sometime

Working with "The New Words"

1. Write the words that have **oo**, **ar**, or **or**.
2. Write three words in which **y** sounds like short **i** as in the word **pin**.
3. Write **shine**. Drop the silent **e** and add **ing** to make a new word. Say this new word.
4. Write **take**. Drop the silent **e** and add **ing**.
5. Write **take**. Add **n**. Say this word.
6. Write the words in which you see these little words: **and**, **time**, and **rain**.
7. Write these words in alphabetical order: **born**, **sometime**, **even**, **star**, **shine**, **beauty**, **earth**.
8. Write the words that mean: (a) very small;
(b) to give light; (c) the globe we live on.
9. Write the opposite of **sit**, **huge**.
10. Say **evening**. See the last part in **eve ning**.
Write **evening**.
11. Write **earth**. See the **th**.

REVIEW: **Soon after lunch the family was asleep.**

Write any words you miss on the fifth day on page 10 in "My Own Word List."

The Pilgrims

Every year at Thanksgiving we remember the Pilgrims. These brave men and women wanted to be free to read the Bible and worship God as they felt was right. They set sail and hoped to reach America before winter. It took them sixty-five days to cross the ocean. They reached the coast of New England in cold November. It was after Christmas before they had cabins built. All the men helped with the building and every woman did more than her duty to help build a home in the new country. The first year's crops were good. The people felt thankful and set a time for giving thanks to God. This was the first Thanksgiving Day. Each November we have this holiday again. It is on the fourth Thursday of the month.

THE NEW WORDS

woman	built	cross	November
women	build	ocean	Bible
reach	building	sail	coast
reached	felt	brave	duty

Working with "The New Words"

1. Write **Bible**. It always begins with a capital.
2. Write the words that have **oa**, **ai**, and **ss**.
3. Say **built** and **build**. Hear how each one ends. Write them. See the **ui**. Now add **ing** to **build**.
4. Write the word in which **y** sounds like short **i**.
5. Put **r** in front of **each** to make the new word **reach**. Now add **ed** to make another new word.
6. Write **woman**. See the word **man**.
7. Write the word that means more than one woman. What little word do you see in this word?
8. Say **No vem ber**. Hear the three parts. Write **November** and its abbreviation, **Nov**.
9. Write the words that mean: (a) to construct; (b) a great body of water.
10. Write the words that mean **fearless** and **shore**.
11. Write the words that rhyme with **melt**, **mail**, **toast**, and **save**.

REVIEW: **One kept watch while others slept.**

If you miss any words on the fifth day's test, write them on page 11 in "My Own Word List."

Do You Remember?

This week's words are often hard to remember. You have studied all of them. You will have a test on each list of words. If you miss any on the test, write them on Page 11 of "My Own Word List." You may already have some words on Page 11. Study them all for the last day's test this week.

WORDS FOR THE FIRST DAY

clear	southern	awful	month
dead	paint	among	together
follow	north	dirt	laid
south	northern	October	add

WORDS FOR THE SECOND DAY

weather	invite	family	turn
chase	scare	picnic	short
hurry	storm	match	travel
instead	wear	leaves	funny

Working with the Words

1. To learn to find a word quickly in your dictionary, it helps to divide the book into four quarters. You may put slips of paper between these parts to show the first, second, third, and fourth quarters: **abcd, efghijkl, mnopqr, and stuvwxyz.** In which quarter of the dictionary would you look to find **c, h, t, o, g, b, q?**
2. See how quickly you can open your dictionary to these letters: **l, y, d, f, p.** At the top of each dictionary page are two words in heavy black type, called "guide words." They are the first and last words given on that page. Write these two sets of guide words:

TURKEY——TUSK TOAD——TORCH

Put each of these words under the guide words that show the page on which it will be found:
turn, together, turtle, toe, today.

Fourth Day:

Study any words you have on page 11 in "My Own Word List." Take a test on them. Put any words you miss on page 12.

Fifth Day:

Take a test on twenty words from "My Own Word Lists" or from page 29. Write any you miss on page 12 in "My Own Word List."



Farming in the Désert

Mr. Parker is a farmer whose land is on the edge of the desert. A few years ago the sunshine would bake his field into dust. When he would plow his land, it became so dusty the wind blew much of it away. Then men learned to pump running water from the rivers to the farms. Now they can flood the fields. This helped Mr. Parker save his farm. He is putting in more crops each year. He grows grapes, apples, berries, and other fruits for the market in the cities and towns.

THE NEW WORDS

farmer	edge	bake	putting
market	field	save	running
sunshine	plow	dust	crops
flood	pump	dusty	grapes

Working with "The New Words"

1. Write the word that ends with **ow** as in **cow**, and the one that ends in **ket**.
2. Write **bake** and **save**. Is the **a** long or short in these words?
3. Write the word in which **y** is like short **i**.
4. Write words that rhyme with **jump**, **must**, **cake**.
5. Write the words that mean: (a) someone who farms; (b) a fruit; (c) to cover with water.
6. Find little words in these words: **dusty**, **running**, **putting**, **farmer**, **sunshine**.
7. Write **put**. Add **t** and **ing**. Write **run**. Double the **n** and add **ing**. Watch the double letters.
8. Write **edge**. Say it. The **ge** sounds like **j**.
9. Write these words in alphabetical order: **plow**, **flood**, **farmer**, **field**, **putting**, **save**.
10. Find **farmer** in your dictionary. Be sure to use the guide words. Copy the meaning of **farmer**.

REVIEW: **They will travel during the summer.**

If you miss any words on the fifth day's test, write them on page 13 in "My Own Word List."

A Jungle Adventure

Little Shika and his father had left the grass hut in the jungle hours ago. It seemed thirty or forty hours. They were following the track of Tama, their big elephant. They knew the track would lead to him. It now led them to the pool where they found Tama drinking water. Shika and his father decided to spend the night in the jungle.

The jungle seemed asleep. The banana trees made a roof overhead with a bunch of ripe bananas here and there. Little Shika was tired. He and his father were soon asleep. He awoke with a feeling that danger was near. Tama was crying wildly. They saw something running off into the jungle. Tama had frightened a tiger away. "He's a brave and good elephant," said Shika's father.

THE NEW WORDS

hut	track	banana	feeling
jungle	knew	roof	danger
thirty	lead	bunch	something
forty	led	ripe	he's

Working with "The New Words"

1. Write the two number words.
2. Write the short word for **he is**.
3. Write the word that begins with silent **k**.
4. Write **danger**. The **ge** sounds like **j**.
5. Write words that rhyme with **lunch, back, fed**.
6. Write the words with **oo** and **ee** in them.
7. Find **banana** in your dictionary. What are the guide words on the page? Write the word.
8. Use **lead** or **led** in these sentences:
 John will ---- the way home.
 The dog --- the blind man.
9. Find **hut** in your dictionary. What are the guide words on that page? Copy the meaning of **hut**.
10. In which quarter of your dictionary will you look to find the word **jungle**? Find it. It is written **jun gle** to show its two syllables. Copy the meaning given for **jungle**.

REVIEW: **They built a new home.**

Write any words you miss on the fifth day this week on page 14 in "My Own Word List."



The Eskimo Boy

Ka-dah is an Eskimo boy. His winter home is made of stones and moss. He must enter it through a long tunnel. A stone lamp for oil gives both heat and light. Ka-dah likes his food raw or cooked and eats it without a fork or knife.

He is given a bow and arrow when very young. Of course he helps his father trap and hunt for fox and seal. The seal is heavy to lift. Ka-dah's mother and sisters scrape its skin with sharp knives to make clothes for someone in the family.

THE NEW WORDS

knife	heat	given	heavy
knives	lamp	arrow	lift
enter	raw	course	sharp
stone	fork	trap	someone

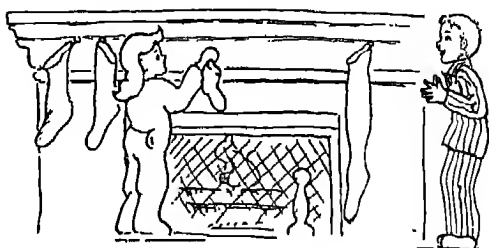
Working with "The New Words"

1. Write two words that begin with silent **k**.
2. Write words that have **ea**, **or**, **aw** in them.
3. Write the opposites of **dull**, **light**, **cooked**.
4. Put "long" or "short" beside each of these words to show whether the vowel is long or short: **lift**, **lamp**, **stone**, **trap**.
5. Write the words that begin with **tr**, **st**, **sh**.
6. Write the word that ends with **ter**.
7. Put **course** in this sentence:
Of ----- I shall go.
8. Write **arrow**. Find **arrow** in the dictionary. How many syllables does it have?
9. Write the words that mean **raise** and **keen**.
10. Put in the missing letters as you write these:

kni-e	tr-p	li-t	l-mp
kni-es	-aw	shar-	give-

REVIEW: **The women made the clothes.**

Write any words you miss on the fifth day's test on page 15 in "My Own Word List."



Christmas Time

Christmas is a merry holiday in December. It brings joy all around the world. Children in America put up a Christmas tree with a present under it for everyone in the family. They tie each gift in a neat package and put it under the tree. Everyone enjoys giving gifts to others. On Christmas Eve the children hang up their stockings. After the stockings are hung, all go to bed to dream of jolly old Santa and his pack. Early Christmas morning the children help open the pretty boxes.

THE NEW WORDS

holiday	jolly	giving	tie
December	joy	gift	eve
world	pack	hang	dream
present	package	hung	boxes

Working with "The New Words"

1. Write the words in which you see these little words: **day, box, pack.**
2. Write the new words that mean **earth, gift, gladness, bundle, merry.**
3. Write words that rhyme with **lift, back, boy.**
4. Write **box.** Add **es.** If only **s** were added, it would be hard to say some words. So we add **es** to words that end in **s, x, z, ch,** and **sh,** to make them mean more than one.
5. Write **give.** Drop the silent **e** and add **ing.**
6. Find **December** in your dictionary. How many syllables has it? Write **December** on your paper and draw a line between the syllables.
7. Put **present** in these sentences as you write them:
 - (1) Everyone was -----.
 - (2) At the ----- time, I cannot go.
 - (3) My aunt sent me a -----.

REVIEW: **Thanksgiving is in November.**

The fifth day's test is on "The New Words," the Review Sentence, and on words you have on page 15 in "My Own Word List." Write any you miss on page 16.

Happy New Year

Teddy had just arrived in New York City. It was an interesting place. He lived in a big twenty story building. He woke up in the middle of the night! There were noises! People sang and bells rang out. "Oh, Mother, listen! Please tell me what all this loud noise means."

"I've heard it here twice before," said Mother. "Tonight the old year ends. At twelve o'clock the New Year will arrive. Tomorrow is January first, a holiday called New Year's Day. People stay awake till midnight to watch the New Year in with noise and music. Happy New Year, Teddy!"

"Oh! and a Happy New Year to you, Mother," said Teddy as he went back to bed. The noise kept him awake for a long time.

THE NEW WORDS

twice	arrive	rang	New Year
twenty	arrived	sang	listen
twelve	middle	tonight	music
January	means	till	interesting

Working with "The New Words"

1. Write three words that begin with **tw**.
2. Find **interesting** in your dictionary. Write it and draw a line between the syllables.
3. Write the words that rhyme with **fill, hang**.
4. Find **arrive** in your dictionary. Write it by syllables. Notice that **arrive** is divided between the double letters.
5. Draw a line between the double letters in **middle** and **arrived**. See the two syllables in each.
6. Say **Jan u ar y**. Hear the four syllables in it. Write **January**.
7. Write words in which you see **ice, to, interest**.
8. Say **listen**. Can you hear the **t**? Write **listen**.
9. Write the number words for **20** and **12**.
10. Write the new words that mean **hear, until, come, came, and center**.
11. See the parts in **mu sic**. Write **music** twice.

REVIEW: **He came running across the field.**

Write any words you miss on the fifth day on page 17 in "My Own Word List."

Do You Remember?

This week's words are often hard to remember. You have studied all of them. You will have a test on each list of words. If you miss any on the test write them on Page 17 of "My Own Word List." You may already have some words on Page 17. Study them all for the last day's test this week.

WORDS FOR THE FIRST DAY

built	dirt	lead	travel
among	evening	north	course
clear	forty	paint	knife
dead	led	south	many

WORDS FOR THE SECOND DAY

sometime	own	crops	edge
beauty	shining	flood	plow
taking	danger	thirty	heavy
woman	building	isn't	grew

Working with the Words

1. Write these words: **jolly, middle, putting, arrive, arrow, running.** Draw a line between the double consonants in each word to show the two syllables in it.
2. Add **es** to these words to make them mean more than one: **box, bunch, match, lunch, watch.**
3. The long vowels say their letter names. Say **a, e, i, o, u.** Write these words and underline the vowels which have long sounds:

save bake ripe led knife pack eye stone

4. Write these two sets of guide words:

ARK—ART

AWAIT—AX

Write these words under the right guide words:

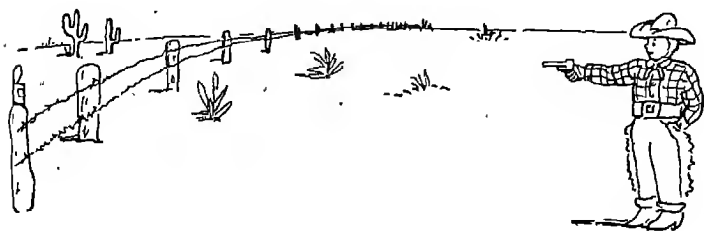
arrived awhile arrow arm awoke awful

Fourth Day:

After you have studied them, take a test on the words on page 17 in "My Own Word List." Write any you miss on page 18.

Fifth Day:

The test for today will be on twenty words from "My Own Word Lists," or from this week's words. Write any words you miss on today's test on page 18 in "My Own Word List."



The Little Cowboy

Carl's family live on a cattle ranch out West. They hire cowboys to help with the cattle. Carl dresses like a real cowboy with boots, big hat, a wide belt and red shirt. Often he is out riding his pony before the sun is up in the east. He likes to race with the men. Carl is strong. He can set a fence post and shoot a gun. He can rope a calf and thinks it easy. At a western cowboy show he won the first prize for being the best boy rider.

THE NEW WORDS

easy	calf	shoot	cowboy
east	cattle	shirt	riding
west	race	real	post
western	prize	being	belt
hire			strong

Working with "The New Words"

1. Write a new word that rhymes with **felt**.
2. Write **north, south, east, west**. Add **ern** to each of these words. Say the new words.
3. Write **ride**. Drop the silent e and add **ing**. Say this new word.
4. Write three words that have **ea** in them.
5. Write the words in which you hear these little words: **be, cat, boy**.
6. Write the words that begin with **str, sh**.
7. Write three words that end with **st**.
8. Write the words that mean: (a) a reward; (b) to run; (c) a young cow.
9. Draw a line to show the syllables in **cattle**.
10. Find **hire** in your dictionary. Use the guide words. Write **hire**. Copy the meaning.
11. Write the opposites of **hard, west, weak**.

REVIEW: The women made plans for the holiday.

Write any words you miss on the fifth day on page 19 in "My Own Word List." Remember to write in it any words you misspell in other subjects.

Raising Sheep

Mr. Wilson and his dog, Shep, care for the sheep that belong to the ranch where they work. There are a few goats, too. In the spring they drive the sheep up the mountain to their summer pasture. They all climb the mountain path together. Shep often helps hunt for a missing lamb. Once when several sheep became lost, Shep found them and drove them back alone. Shep is never lazy. He has never missed finding a lost sheep or lamb.

The wool from sheep is used to make cloth from which much of our clothing is made. In the past this work was done by women in their homes. Today most of it is done in factories.

THE NEW WORDS

drive	missed	became	past
drove	missing	belong	pasture
cloth	sheep	lamb	path
clothing	goats	climb	mountain
lazy			wool

Working with "The New Words"

1. Say **ripe, stone, bake**. Hear the long vowel sound. In words which end with silent **e** the vowel sound is usually long. Write the words with long vowel sound; look for the silent **e**:

tie till drove trap drive came save

2. Write **miss, climb, belong**. Add **ed** and **ing** to each of these to make other words.
3. Write **cloth**. Make new words by adding **ed, es,** and **ing**. See **cloth** in these new words.
4. Write two words that end with **b**. Say them. The **b** is a silent letter.
5. Write the words that mean **idle** and **trail**.
6. Write the words that mean: (a) land higher than a hill; (b) a baby sheep; (c) a feeding ground for animals; (d) to go up.
7. Write these words. Put in the missing letters.

mount--n	w--l	cl-th	sh--p
past-re	g--ts	cl-thing	b-came

REVIEW: **The package was a birthday present.**

Write any words you miss on the fifth day on page 20 in "My Own Word List."

The Valentine Party

Last Monday was February fourteenth. Our class had a valentine party for the whole third grade. We sent them a letter written on a big heart with lace around the edge. Steve, whose writing is good, did it himself. Each person made valentines. There were nearly enough to fill the large box which Polly, herself, had made.

In the program Sue read a poem, Jane played the piano and we all sang. We had ice cream for each one. Rose passed a plate of cookies. "I helped make them myself," she told us.

"Hasn't this been a good party?" said Miss Lee. "We shall have you visit with us sometime soon."

THE NEW WORDS

Monday	fill	herself	ice cream
February	plate	himself	hasn't
valentine	poem	myself	whose
program	lace	heart	whole
person			piano

Working with "The New Words"

1. Write two words that begin with **wh**.
2. Write **my, him, her**. Add **self** to each of these words. Say these new words.
3. Write two words that begin with capital letters. Find **February** in the dictionary. Write it and show the syllables.
4. Write the short form for **has not**.
5. Say **whole, lace, plate, ice**. See the silent **e**. Are the vowel sounds in these words long or short? Write the words.
6. Write **person** and **program** in syllables. Check with your dictionary to see if you are right.
7. Say **pi an o**. See the syllables. Write it.
8. See the two syllables in **po em**. Be sure you say this word correctly. Write **poem**.
9. Say **val en tine** as you write this word twice.

REVIEW: It is interesting to study our world.

The fifth day's test is on "The New Words," on the Review Sentence, and on words you have on page 20 in "My Own Word List." Write any words you miss on page 21 in "My Own Word List."

Let's Be Healthy

The doctor and nurse came to school last fall. Jack found he had gained ten pounds in the summer and was an inch taller. He was too thin last year. Susan had grown three inches. "You are just the right size now, Susan," said Dr. Lewis.

Jack likes to swim and had spent much of the summer swimming. "I like your tan," said the nurse. "It's just enough. Too much sun at once may cause a bad burn and make you ill."

"Watch every health rule," said Dr. Lewis. "Here are important ones: Breathe fresh air; eat good food; have your mouth checked for tooth decay."

"And keep finger nails clean," added the nurse.

THE NEW WORDS

inch	swim	doctor	thin
inches	swimming	nurse	size
fresh	health	burn	tan
ones	mouth	enough	ill
finger			tooth

Working with "The New Words"

1. Write the two words that have **ur** in them.
2. Write four words that have **th** in them.
3. Write **inch**. Add **es** to make a new word.
4. See the **or** in **doctor**. Write **doctor**. **Dr.** is the abbreviation for **doctor**. Find **Dr.** twice in the story. Write **Dr.**
5. Write **swim**. Double the **m** and add **ing**.
6. Write the word that means **sick**.
7. Write the word that ends with **ger**.
8. Look at **enough**. Write **enough** twice.
9. Write these words. Put in the missing letters.
h--lth doct-r m--th en--gh in--
10. Say **inch**, **size**, **swim**, **thin**, **ill**. Write the ones that have short **i** sound, as in **win**.
11. Write the new words that mean: (a) a color;
(b) a measure; (c) a sport.

REVIEW: **They played in the middle of the field.**

Write any new words you miss on Education day on page 22 in **My Own Word Book**.
LIBRARY & DOCUMENTATION
UNIT (N.C.E.R.T.)

The Safety Patrol

The Washington School has a safety patrol with Charles as the leader. These boys help the pupils keep safe and free from harm. On Safety Week their policeman sent them a letter. Here are some of the things he asked them to tell the children:

"Cross the street only at the corner; watch your step. Wait for the green light; then cross quickly. Slow down on your bicycle when meeting a car, truck, or bus. Be quick to report to the police when an accident has happened. It may save a life. Be careful to obey each safety rule. Accidents will not happen often if nothing careless is done. Always let the Safety Patrol help you."

THE NEW WORDS

quick	happen	police	safe
quickly	happened	policeman	life
step	corner	careful	rule
slow	nothing	harm	free
truck			bus

Working with "The New Words"

1. Write the words in which you see **care, man, quick, happen, thing**.
2. Write the words that begin with **qu**. The letter **q** is always followed by **u**.
3. Write the words that have **or, ee, ow, ar, ly**, in them. Write them in alphabetical order.
4. Write **happen** in syllables. Use your dictionary to see if you are right. Write **happened**.
5. Write the words that begin with **tr** and **st**.
6. Write the word that means **fast**.
7. Write the words that mean: (a) free from harm or danger; (b) no thing at all.
8. Say **bus** and **truck**. does the **u** have a long or short vowel sound in these words?
9. Write these words and put in the missing letters.

pol-ce	hap-en	co-ner	tr-ck
car-ful	qu-ck	n-thing	ru-e

REVIEW: **They will be here tonight.**

Write any words you miss on the fifth day on page 23 in "My Own Word List."

Do You Remember?

The words on this page are often hard to remember. You have studied all of them. You will have a test on each list of words. If you miss any on the test write them on Page 23 of "My Own Word List." You may have words on Page 23 already. Study them all for the last day's test this week.

WORDS FOR THE FIRST DAY

being	forty	riding	mountain
cloth	lead	running	arrive
easy	led	women	valentine
east	prize	clothing	minute

WORDS FOR THE SECOND DAY

January	myself	present	shirt
interesting	holiday	roof	pasture
course	music	program	February
knife	whose	hire	December

Working with the Words

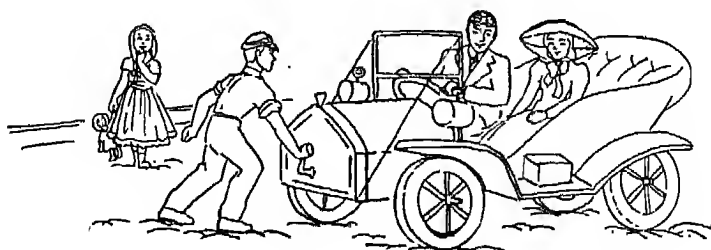
1. Write **hire, race, drive, nurse, and rule**. Make another word from each by dropping the silent **e** and add **ing**.
2. Write these words in alphabetical order: **riding, course, music, running, climb, minute**.
3. Find these words in your dictionary; use the guide words: **mountain, twenty, person**. Write them in syllables. See how **mountain** is divided between the **n** and **t**. Notice that each of the other words is divided between the consonants.
4. Write the smaller words you see and hear in these: **package, holiday, women, interesting, because, woman, tonight, missing, herself**.
5. Write the abbreviations for **January, December, September, November, October, Monday, Friday, Sunday, Doctor**. Write the abbreviation for your home state, and for one other state.

Fourth Day:

Take a test on words on page 23 in "My Own Word List." Write any you miss on page 24.

Fifth Day:

The test for today will be on twenty words from "My Own Word Lists," or from this week's words. Write any words you miss on today's test on page 24 in "My Own Word List."



The First Automobiles

The first automobile seems very odd to us today. It was called the "gas buggy." Crowds would gather to see it moving down the street. It moved slowly and would seem loud and noisy to us. It broke down often. Then men would push and pull without getting it to move. For awhile the rubber tires were poor. They were often flat from a nail or even a slight cut. They were hard to fix, but no one seemed to mind. Everyone was proud of his automobile.

THE NEW WORDS

seem	move	awhile	automobile
seems	moved	buggy	rubber
proud	moving	flat	gather
loud	nail	fix	without
push			mind

Working with "The New Words"

1. Draw a line to show the syllables in **buggy** and **rubber**. Check with your dictionary.
2. Write the words that have **ou**, **ai**, **sh**, and **th**.
3. Write the words that rhyme with **rather**, **find**, **mix**, **hat**, and **pail**.
4. Write **move**. Now add **d**. Write **move** again. Drop the **e** and add **ing** to make another word.
5. Put **a** in front of **while**, and **with** in front of **out**. Say these new words.
6. Write the word that has **auto** in it. Use your dictionary and write the meaning of the word.
7. Write the words that mean: (a) for a time; (b) not still; (c) glad, very well pleased.
8. Write the little words you see in each of these: **flat**, **rubber**, **awhile**, **seems**, **buggy**.
9. Write **seem**, **seems**. The **ee** has long **e** sound in each of these words.

REVIEW: **The doctor and nurse dressed the burn.**

The fifth day's test is on "The New Words," on the Review Sentence, and on words you have on page 24 in "My Own Word List." Write any words you miss on the test on page 25 in "My Own Word List."

Saturday's Shopping

Saturday Mother asked Jane and Sally to shop for her. Jane made a shopping list. She put the money in her pocket and they went to the store. They brought back two quarters, a dime, a nickel, and a penny in change. "Always count your change," Mother had told them. Here is the list Jane wrote:

2 cans beans	1 pint cream
1 pound cheese	1 box salt
1 loaf bread	2 cans peas
1 can peaches	1 jar jam
1 can pears	2 cans soup

Can you make a shopping list for your mother?
Can you add the prices and find the sum?

THE NEW WORDS

Saturday	salt	sum	pint
shop	cheese	jar	pears
shopping	count	peas	peaches
loaf	dime	beans	pocket
penny			nickel

Working with "The New Words"

1. Say **Sat ur day**. See the **ur**. Write **Saturday**.
2. Write the words that are left out of this sentence.
Bread is bought by the l---, jelly by the j---, and cream by the p---.
3. Write words that have **ou**, **oa**, **ee**, in them.
4. Write four words that have **ea** in them.
5. Write **shop**. Now double the **p** and add **ing**.
6. In the first row of your new words find a word that has long **o** sound as in **rope**.
7. Write **penny**, **shopping** to show their syllables.
Use your dictionary.
8. Write these words. Put in the missing letters:
Sat--day s-lt c--nt nick-l pock-t dim-
9. Find **nickel** in your dictionary. Write it by syllables. **Nickel** has more than one meaning.
10. Write the word that sounds like **some** but is not spelled the same. What does the word mean?

REVIEW: The class entered by the middle door.

Write any words you miss on the fifth day on page 26 in "My Own Word List."

The Selfish King

Once there was a selfish king who loved only his gold. A sad old lady, wife of a woodcutter, came to ask help. The king was in his money room. He became angry. "Waste my time with silly old ladies!" he stormed. "Throw her down the stairs."

The old woman slammed the door, snatched the key and ran downstairs with a wicked laugh. "Kiss your gold well!" she screamed as she flew away. For she was queen of the witches. She had locked the king in with his gold. The servants spent days hunting keys, but none would fit.

"When your master loves his people more than his gold, the lock will open," the witch had said.

THE NEW WORDS

stairs	lady	king	fit
downstairs	ladies	queen	wife
master	kiss	angry	gold
hunting	key	silly	lock
sad			laugh

Working with "The New Words"

1. Write **lady**. Now change the **y** to **i** and add **es** to write **ladies**. Say these two new words.
2. Write the little words you see in each of these:
fit, downstairs, hunting, stairs, gold.
3. Write the word that begins with **qu**.
4. Write the word that ends with a silent **e**. Is the vowel sound long or short in it?
5. Look at **laugh**. Say the letters. Write it.
6. Write the words that end with **ter** and **ing**.
7. Write the words that mean **foolish, seeking, ruler, and unhappy**.
8. Write **fit**. It has more than one meaning: (a) He had a **fit** of anger; (b) His shoes **fit** well.
9. In your dictionary find **lock**. Does it have more than one meaning? Write **lock**.
10. Write **miss, sing, hit, sold, bad**. Under each one write a new word that rhymes with it.

REVIEW: It was easy for him to win the prize.

Write any words you miss on the fifth day on page 27 of "My Own Word List."

The Letter

Dear Aunt Grace:

Please excuse me for not answering your note sooner. I have been in the kitchen every spare minute learning to cook. Thursday Sue and I made cookies for our scout troop. Mother showed us how to mix the dough and roll it out. You'd smile to see how careful we were not to break Mother's dishes when we dried them. We planned for fourteen girls but had sixteen present. Anyway we had plenty to eat. Tomorrow we're planning to cook supper in the yard. Daddy says tell you "hello."

Lovingly yours,

Carolyn

THE NEW WORDS

Thursday	showed	fourteen	mix
kitchen	excuse	sixteen	roll
minute	smile	tomorrow	note
anyway	break	lovingly	we're
hello			dried

Working with "The New Words"

1. Write two number words that end in **teen**.
2. Look at **Thursday**. See the **ur**. Write it.
3. Say **minute**. Write it twice.
4. Write **tomorrow** in syllables. Look in your dictionary to see if you are right.
5. Write **love**. Drop the **e** and add **ing**. Now add **ly** to **loving** and make **lovingly**.
6. Write **smile** and **note**. Are the vowels in these words long or short?
7. Write **dry**. Change the **y** to **i** and add **ed**.
8. Write the little words in these words: **anyway**, **sixteen**, **lovingly**, **showed**.
9. Write the word that means **we are**.
10. Write words that have **ex**, **ll**, **ea**, **tch** in them.

REVIEW: It seems that we have missed the bus.

Do you always write words you misspell in other subjects in "My Own Word List"? Study the words you have in it every fourth day for the next test.

Write any words you miss on the fifth day this week on page 28 in "My Own Word List."

Grandfather's School

The early pioneer boy went to a school very different from our own. His school house was made of logs instead of brick. It was heated by a fireplace or stove. The blackboard was made from painted boards. Water was carried in a wooden bucket, or a tin one, instead of by a pipe.

Each child used a slate instead of a tablet. After writing on it he could rub the slate clean and use it over and over. There were few books or papers, and children were taught geography or history with hardly a map. On Friday after the recess hour the whole school would "toe the mark" at the front of the room for a spelldown.

THE NEW WORDS

geography	stove	bucket	map
history	pipe	tablet	rub
blackboard	hour	papers	tin
Friday	brick	recess	toe
early			taught

Working with "The New Words"

1. Write the words that end with **ght** and **ly**.
2. Write the words that rhyme with **hoe, win, nap, trick, caught, tub**.
3. Say **buck et** and **pa pers**. Hear the syllables in each. Write these words.
4. See the **oa** in **board**. Now write **blackboard**.
5. Write **brick, tin, history, pipe, and Friday**. Which words have long **i** sound? Short **i**?
6. Write **tablet** by syllables. Say it. Check with your dictionary.
7. See the syllables in the words **his to ry** and **ge og ra phy**. Say these words slowly as you write them. What does each word mean?
8. Say **re cess**. The **c** has an **s** sound. Write recess.
9. Write words that mean: (a) a pail; (b) sixty minutes; (c) a day of the week.
10. Write the words that end with silent **e**.

REVIEW: **There is enough cloth for a dress.**

Write any words you miss on the fifth day on page 29 in "My Own Word List."

Do You Remember?

The words on this page are often hard to remember. You have studied all of them. You will have a test on each list of words. If you miss any on the test write them on Page 29 of "My Own Word List." You may already have some words on Page 29. Study them all.

WORDS FOR THE FIRST DAY

being	doctor	fix	January
break	east	goats	myself
burn	enter	hire	nurse
bus	February	inches	pears

WORDS FOR THE SECOND DAY

riding	whole	rubber	nickel
seems	fresh	swimming	moving
shop	hasn't	quickly	laugh
tonight	health	Saturday	ladies

Working with "The New Words"

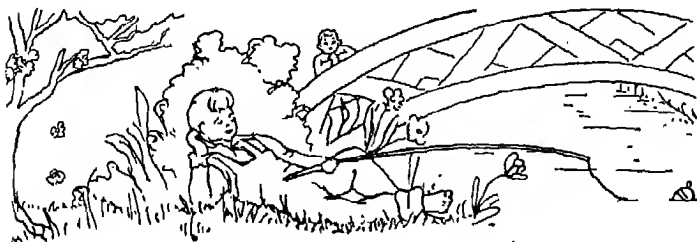
1. To put **count** and **corner** in alphabetical order, look at the third letter in each word. Since **r** comes before **u** in the alphabet, we put **corner** before **count**. Put these words in alphabetical order: **bus, enter, laugh, ladies, burn, enough, break, being.**
2. Write these words that end with silent **e**: **move, ride, rule, hire.** Under each make another word by dropping the silent **e** and adding **ing**.
3. Write: **quick, slow, safe, free, proud, loud.** Add **ly** to each one. Say these new words.
4. Write these words: **baby, penny, lady, duty, buggy, pony.** Make another word from each of these by changing the **y** to **i** and adding **es**, as **lady---ladies, cooky---cookies.**
5. Write words with one syllable in one row; those with two in another row: **tonight, shop, rubber, bus, quickly, east, myself, fit, nurse.**

Fourth Day:

Take a test on words on page 29, in "My Own Word List." Write any you miss on page 30.

Fifth Day:

Take a test on twenty words from "My Own Word Lists," or from this week's words. Write any words you miss on page 30 in "My Own Word List."



Springtime

When March and April come, spring is here. The cherry trees are all in bloom. They are beautiful as the winds shake them softly. All the spring flowers smell sweet. On sunny afternoons Father takes his hoe to plant a row or two in the garden or work between the young plants. The soft spring rains will make them grow. Tom and his friends play marbles nearly every afternoon or take a cane pole and go down beside the bridge to fish.

THE NEW WORDS

soft	March	pole	between
softly	April	hoe	beside
cherry	bloom	shake	young
sunny	row	cane	bridge
marbles			smell

Working with "The New Words"

1. Write the new words that are names of months.
2. Write two words that begin with **be**.
3. Write words that begin with **br**, **sm**, **bl**, **sh**.
4. Write **soft**. Add **ly**. Say this new word.
5. Write the words that are the opposites of **old**, **hard**, **cloudy**, and **loudly**.
6. Write **sunny** and **cherry** in syllables. Check with your dictionary to be sure.
7. Write words that rhyme with **hole**, **toe**, **low**.
8. Write words in which **y** sounds like short **i**.
9. Write the little words you see in **sunny**, **marbles**, **beside**, and **softly**.
10. Write **young** twice. Now add **er** and **est** to make other words. Say these words.
11. Write these words. Put in the missing letters:

can- sm-ll betw--n sh-ke sun--

REVIEW: The one o'clock hour is early enough.

Write any words you miss on the fifth day on page 31 in "My Own Word List."

In China

Jen Yin's family lives in China on a very small piece of land. Her father builds a low wall of clay around some of the farm and floods it from a river or pool to raise rice. Her country was the first to make silk. The rich people wear it for clothing, but her family usually wears cotton.

Jen Yin likes to help her older brother fly his kite. Often she may hold the string for him, herself. Her grandmother is teaching her to use the needle and to sew, for much sewing is done at home. She has a cup of tea with every meal, and often a bowl of rice. She doesn't speak as we do, and she reads her book down the page!

THE NEW WORDS

tea	sew	speak	page
teaching	sewing	needle	string
kite	silk	older	piece
rice	rich	pool	raise
clay			bowl

Working with "The New Words"

1. See the **tea** in **teach**. Write **teach** and add **ing**.
2. Write the word that ends in **dle**.
3. Write three words that have **ea** in them.
4. Write the word that sounds like **so**, but is not spelled the same way.
5. Say **page**, **kite**, **rice**. See the silent **e**. Are the vowels long or short in these words?
6. Look at **piece**. See the **pie** in **piece**. Write this:
I have a **piece** of **pie**.
7. Write the words that have **oo**, **ai**, **ow** in them.
8. Write the new words that mean nearly the same as **part**, **wealthy**, **talk**.
9. Write words that mean: (a) to grow crops; (b) a drink; (c) kind of soil; (d) kind of cloth; (e) a dish; (f) a kind of grain.
10. Write the little words you see in these words:
sewing **older** **teaching** **rice**

REVIEW: **Thursday I wrote a letter.**

Write any words you miss on the fifth day on page 32 in "My Own Word List."

On the Farm

Joe and Tom live on a farm. Their father grows wheat, oats and other grain. They are nearly always working at something useful, doing anything they can to help. They feed the hog. They help fasten the barn doors at night. They shut the cat in the barn to keep away the mice.

The farm has interesting places to play that anybody would like. There's a load of hay to ride on, or a pile in the barn to slide down. Once when Tom jumped, the hay slid down and covered him. He cried for somebody to help. And there's the old mill with its pond. The most interesting of all is the island in the middle of the pond.

THE NEW WORDS

wheat	nearly	hog	anything
oats	mice	shut	anybody
load	mill	slid	somebody
useful	grain	slide	fasten
island			working

Working with "The New Words"

1. Write **slid**. Now add **e**. Say this new word.
Which word has a long **i** sound? Short **i**?
2. Write two new words that begin with **any**.
3. Write the words that rhyme with **dog**, **fill**.
4. Write **use** and **care**. Add **ful** to each of them.
5. Write **island**. What is the silent letter?
6. Look at **fasten** and say it. What is the silent letter? Write **fasten** twice.
7. Write two words that have **body** in them.
8. Write words that have **ai**, **ea**, **oa** in them.
9. Write words that have these little words in them: **eat**, **use**, **ice**, **land**, **ill**, **work**.
10. Write **work** and **fasten**. Add **ed** and **ing** to each word to make other words.

REVIEW: **The boys won fourteen to six.**

Study the words you have on page 32 in "My Own Word List." Do you remember how to study a hard word? Try to spell all of the words.

Write any words you miss on the fifth day's test on page 33 in "My Own Word List."

Fourth Grade News

The hobby club holds its next meeting Monday in the band hall. Fred will show his stamp collection and some Chinese money used by the army during the war. Anyone may come.

The art room has a new rug on the floor now.

Our band will march the last period Friday.

Harry won a medal at the play-day games last week. He threw the ball ninety-eight feet.

Sue drew travel pictures for history class. One shows a man sitting on a cart. Another shows a new kind of airplane. Each wing folds up.

Send in news, a story or joke for the paper.

THE NEW WORDS

hobby	army	march	sitting
club	war	period	cart
meeting	anyone	threw	wing
hall	rug	drew	news
stamp			joke

Working with "The New Words"

1. Write the words that have **ew** in them.
2. Write **sit**. Double the **t** and **add** ing.
3. Write four words that have **ar** in them. The **ar** does not sound the same in all of them.
4. Write words that rhyme with **ball**, and **bring**.
5. Find little words in **anyone**, **meeting**, **news**.
6. Look at **period**. Write **period** twice.
7. Write **club**, **stamp**, **joke**, and **rug**. Write "long" or "short" beside each word to show whether the vowel sound in the word is long or short.
8. Say **hobby**. Hear the two parts. Write it in syllables. Check with your dictionary. Write the meaning of **hobby**.
9. Write the words that mean: (a) a light wagon; (b) a heavy stick of wood; (c) a floor covering.
10. Write these words. Put in the missing letters.
w-r per--d j-ke sit-ing any---

REVIEW: **We read a history story Friday.**

Write any words you miss on the fifth day on page 34 in "My Own Word List."

An Invitation

Dear Tom,

Can you come for a week's visit in June? Or would you like to come later in July? We can swing in my big tree, and hunt through the fields with my puppy, and go swimming. That ought to be a lot of fun. We'll think of something else every day, too. Brother's arm isn't broken badly. I believe it will be well before you come.

Tuesday and Wednesday we wrote a play. I was in it, but I hardly spoke a word. Our school closes May 30. We do hope you can come.

Good-by now,

Billy

THE NEW WORDS

May	through	else	spoke
June	swing	Tuesday	word
July	later	Wednesday	broken
puppy	ought	wrote	badly
believe			good-by

Working with "The New Words"

1. Write two words that have **ou**. Say these words.
The **ou** does not sound alike in them.
2. Write the word that has **late** in it.
3. Write the three words that are names of months.
4. Write **broke** and **spoke**. Add **n** to each of these.
5. Look at **Tuesday**. Write **Tuesday** twice.
6. Look at **Wednesday**. See the syllables in it,
Wednes day. Now write **Wednesday**.
7. Write **good-by**. It has a hyphen (-).
8. Write words that begin with **sw** and **sp**.
9. Write **believe**. See **lie** in **believe**.
10. Write **puppy** in syllables. Use the dictionary.
11. Write these words. Put in the missing letters.
el-e bad-- bel--ve w--d wr-te

REVIEW: The whole class laughed at the joke.

On the fourth day of this week study the words you have on page 34 in "My Own Word List." Try to spell all of them on the fifth day's test. Write any words you miss on the test on page 35.

Do You Remember?

Do you remember how to spell the words on this page? They are words you have studied that are often hard to remember. Your teacher will give you tests on them. Write any you miss on Page 36 in "My Own Word List." On Friday spell all the words on Pages 35 and 36 in "My Own Word List."

believe	rich	recess	running
break	roof	sew	travel
early	shop	showed	Wednesday
fix	threw	young	September
good-by	through	string	Saturday
hour	Tuesday	among	farther
inches	nurse	women	swimming
later	else	January	family
			February
			everybody

